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ABSTRACT

One of the programs included in "Effective Reading Programs...," this program is based on the principle of early identification of students' strengths and weaknesses and the development of individualized methods to correct the weaknesses and emphasize the strengths. The program, begun in 1972, serves 749 kindergarten and first-grade students and is to be expanded to the second grade. Many students are educationally handicapped. Touching the cognitive, affective, and psychomotor realms, the program uses diagnostic test scores for identifying goals and developing behavioral objectives. Strategies to deal with needs have evolved in several directions. One is simply providing more adult attention and instruction for children. Aides have been added to all kindergartens and most first grades, and upper-grade students are used as tutors. Individualization is stressed through such activities as creative story writing, story dictation, and individual vocabulary development. Children with identified deficiencies take "Home Learning Kits" home with them and work with their parents, who receive training in use of the materials. Each child also has a prescriptive printout which helps the teacher to correct weaknesses and enhance strengths. (TO/AIR)

SUCCESS THROUGH IDENTIFICATION AND CURRICULUM CHANGE - ESEA TITLE III
SAPULPA, OKLAHOMA

Project STICC was designed for the express purpose of ameliorating potential educational deficits during the kindergarten and primary years. The curriculum was designed to maximize each child's potential in the affective, psychomotor, and cognitive domains. Through a screening and testing program each child's strengths and weaknesses were identified and a computerized program was individually prescribed.

During Year I and Year II of the project, the entire kindergarten and first grade curriculum was redesigned to meet the needs of the individual student. The areas of concern were in psychomoter development, communication skills, and math with emphasis in self-awareness and self-concept. The restructuring of grade two was implemented this year (1974-75), which is the third year of the project.

Ongoing evaluations indicated the achievement of each child and consistent gains were made in the cognitive areas as well as in psychomotor development.

A brief description of the curriculum and project activities comprise the balance of this narrative.

The objectives of the skills in the area of mathematics were to develop students' understanding and to help them acquire mathematical skills. Mathematics is more than understanding. It involves skills and thought processes that are important socially as well as mathematically. The material to be learned was structured so that it followed a logical sequence of presentation. This points the way to the most useful generalizations and provides the groundwork for discovery.

Discovery is the essence of learning. The pattern of reinforcement secures the retention and refinement of basic understanding and skills. The child frequently moves from the pre-operational stage to the operational stage during the second grade; therefore, all students had math individualized in addition to the sequential presentation in small homogeneous groups.

In-program tests were used regularly in order to determine progress and indicate to the teacher when students needed to move ahead or be programmed back though a specific sequence or math concept.

Children were taught in small homogeneous groups yet were allowed to progress as fast or slow as need indicates by the use of individualized instruction.

COMMUNICATION SKILLS

Instruction in the communication skills was individualized. The major emphasis was in receptive and expressive language (listening and speaking), reading, and creative writing. The teachers began instruction at each child's individual level. The individual entry level was determined by the previous year's post-testing and the teacher's informal evaluation. The teacher's judgment of entry level behavior was relevant because of summer experiences and chronological maturity.

General language training was implemented through structured language experiences. Commercially prepared programs were utilized for this purpose. In addition non-structured verbal communications between children and between teacher, aide, and children were stimulated through the various interest centers. Children were encouraged to describe and label objects, properties of objects, and events. During all instructional periods the teacher and aide served as language models. Receptive language was individually monitored during small group work and individual instruction. The listening center served as an instructional supplement and reinforced receptive language skills. Commercially prepared records and tapes as well as teacher-made tapes were used daily. Expressive language was taught during periods of group discussion, story dictation, individual experience stories, and group experience stories.

In reading the decoding skills were taught in small homogeneous groups. DISTAR reading was used as the basic instructional material. Other reading skills were taught during individual conference periods. The length and frequency of the conference was determined by the individual progress of each child. The individual conference period gave the teacher an opportunity to assess each child's progress in decoding and comprehension. At the same time, during the conference, the teacher could, if necessary, reteach any skills that had been presented during small group instruction. The teacher used all of the available

materials to implement each child's individual program: the basal text, library books, programmed reading materials, and reading labs.

Spelling skills were taught in small groups. Follow-up instruction and practice was individualized. Children with sequencing and memory problems were given additional remedial activities such as clay tray, and sand tray, sandpaper words, and tracing with either acetate or onion skin.

Each child's seat work was individualized through the use of a daily folder. Assignments appropriate to each child were placed in his folder. These written assignments reinforced handwriting skills, spelling skills, reading skills, and math skills. Each folder contained paper for art activities, and creative stories. The child was given choices frequently in planning his daily work. The amount of material in the folder was paced to the individual child's style of work. Faster working children received more assignments and enrichment activities, slower working children, fewer. Inside the cover of the folders, choices of didactic materials in the various interest centers were listed by day. This prevented an individual child from perseverating with the same activity every day. It also insured adequate materials for everyone.

The individual reading conferences eliminated "round robin" type reading instruction so common in primary grades. This method of teaching reading can be devistating to the self-concept of children who are underachievers. With assignments and materials individualized a child's reading competency is a private matter between the child and the teacher.

Individualized seatwork assignments also prevent the slower child from being penalized. Again, this was an individual matter between teacher and child. At the same time the more capable student was kept challenged.

An individualized communication skills program of this design is not only possible but very practical. It does, however, require good in-service training for the teacher, and a teacher who is really willing to work.

PSYCHOMOTOR SKILLS

The immediate goals of this developmental phase were the achievement of more adequate perceptual functioning by improving balance, directionality, laterality, spatial orientation, coordination of locomotion, agility, flexibility, rhythm, and visual perception of objects and events through sensorimotor experiences.

The ultimate goal was, of course, improvement in self-awareness and body image, as well as improvement in general scholastic performance and communication skills.

Sensori-motor experience is basic to later intellectual operations in children. If Piaget and others are correct then the most crucial period for sensorimotor activity in promoting perceptual development will be during the child's pre-school experiences.

During the kindergarten, first, and second year, learning disabled "high risk" children were identified and more intensive effort was directed toward reducing any developmental imbalances in the sensori-motor area.

LEARNING KIT RATIONALE

It is assumed that preschool children in our culture learn normally when opportunity presents itself at the proper time and when all basic perceptual systems are in tact. However, an alarming number of children enter school each year who are destined to become educational casualties because their development has been thwarted by a disadvantaged environment. These children have not had the opportunity to assimilate the normal learnings indigenous to the middle-class public school curriculum. Bereiter and Engleman (1966) state that when we use the public schools as a point of reference, any child who for any reason, falls short of the school's imposed standard of knowledge and ability is disadvantaged. They contend that the disadvantaged lack the innate ability to use language to explain, to describe, to instruct, to inquire, to hypothesize, to analyze, to compare, and to test. These are skills necessary for academic success. Beginning reading is highly dependent upon language, language developed during the pre-school years.

Perceptual deficits are frequently observed in the disadvantaged child. Operationally defined, perception is the ability to recognize and discriminately process incoming sensory stimuli and then to associate those stimuli with previous experiences. When a child's previous experiences have not been related to the culture from which the school curriculum emerges, the child has an additional handicap. Visual perception has been found to be an area of deficit. Auditory perception has been found to be an even greater weakness. An auditory perceptual problem can be especially acute for the disadvantaged child. He learns to pronounce words as he hears them, and he frequently hears them

distorted because of dialect differences. In addition, many of these children are raised in small cramped noisy environments. This results in a loss of auditory awareness and auditory discrimination.

Fine motor skills are frequently deficient in the disadvantaged child. Materials to develop fine motor skills have usually been available to the middle-class child during his pre-school years. As a result he becomes proficient in their use. The disadvantaged child is frequently denied this experience. As a result he enters school with a developmental lag. He is unable to draw, paint, cut or successfully engage in fine manipulations.

The deficits in these three areas, language, perception, and fine motor skills, become cumulative as the child progresses through school. The Learning Kit is designed to help parents facilitate intervention in these areas of deficit when it is still possible. Since kindergarten is the first public school experience for most children, the Learning Kit is a suitable vehicle for providing all of the disadvantaged five-year-olds with additional cognitive and psychomotor experiences. Experiences that hopefully will help close the readiness gap between the disadvantaged child and his middle-class peers before he enters the first grade reading curriculum.

It is our contention that most parents sincerely want to help their children succeed in school. But because of difficult home conditions, a frequent shortage of money, and lack of guidance, parents do not know what to do. The Learning Kit will provide both materials and guidance.

There are nine kits. Each one contains activities to facilitate learning in each of the deficient areas. The tasks are sequenced, beginning with the very simple and progressing to the more complex. It is important to know that each kit contains a letter of instruction to the parents written at

no more than a fourth grade reading level. In addition, the parents are given more detailed instructions at a meeting held each time the child gets a new kit. The child then returns the old kit and receives the new one after the parents have had their instructional meeting. In the event the child receives no help, the materials are self-correcting, so that he will still derive many benefits from independent play with the materials.

Each kit contains ten different tasks, each of which can be used in several different ways. Some examples of the activities are: 1) rhyming books and papers, 2) lotto type games for labeling, classification, and association, 3) activities involving shapes for visual and tactual perception 4) boxes of shapes to insert and match, 5) toys to develop seriation 6) pictures to sequence, 7) bead and pegboard patterns to copy from visual inspection and later memory. 8) a set of puzzles in each kit for fine motor manipulation and perception, 9) letters for pegboard, letters that are puzzles, letters that are magnetic, and letters to cut, write, and paste, 10) pictures, letters, and numerals to model with play dough, 12) paper dolls for body parts, 13) lacing cards, 14) color form kits for expressive language and dramatic play, 15) sound cubes for auditory discrimination, 16) templates of shapes, letters, and objects to aid memory of form and fine motor control, 17) crayons and scissors in each kit for coloring and cutting, and 18) many other activities all designed to remediate and reinforce.

The Learning Kit hopefully will improve the child's skill in language, perception, and motor control. Some of its benefits will manifest themselves in an improved attitude towards school. The parents who become actively involved in their child's learning process

will become supporters of the school rather than passive or even hostile bystanders. Perhaps the most important by-product of the learning kit will be the affect developed between parent and child as they work toward a common goal: School success.

Each kindergarten child who demonstrated an educational deficit was a recipient of the Learning Kit. During the third year of the project (1974-75) the high risk children in the developmental rooms also received them.

Small flight bags or denim bags are used for the child to keep the Home Learning Kit materials in as he works with them at home or carries them from home to school for his next kit. (Refill.) Eight kits per child per nine months school term.

STUDENT IDENTIFICATION: (232)

SCHOOL: WASHINGTON

TEACHER: 1

TEACHER INSTRUCTIONS:

**********MOTOR AREA:

STUDENT 232 HAS SCORED BELOW 9 HIS SCORE WAS 5
FOR OCULAR CONTROL ON THE PURDUE.

PLEASE PROVIDE THE CHILD ADDITIONAL HELP AS FOLLOWS:

*****OCULAR ACTIVITIES*****

1. HANG A BALL OR OTHER OBJECT ON A STRING FROM THE CEILING OR RAFTER, SET IT IN MOTION AND HAVE THE CHILDREN WATCH IT FOLLOWING ITS MOVEMENTS.
2. HAVE EACH CHILD HOLD UP HIS INDEX FINGERS IN FRONT OF THEIR SHOULDERS. (LEFT FINGER IN FRONT OF LEFT SHOULDER, ETC.) HAVE THE CHILDREN LOOK ALTERNATELY FROM THE LEFT FINGER TO THEIR RIGHT FINGER MOVING ONLY THEIR EYES.
3. LIGHT A CANDLE AND HAVE THE CHILDREN FOLLOW ITS FLICKER AS YOU MOVE IT FROM RIGHT TO LEFT; AROUND IN CIRCLES; IN A TRIANGULAR PATTERN, ETC.
4. THE CHILDREN SIT IN A CIRCLE. ONE CHILD HOLDS A BALL AND LOOKS AT ANOTHER CHILD. HE CALLS THE CHILD'S NAME AND ROLLS THE BALL TO HIM, KEEPING HIS EYE FIXED ON THE OTHER CHILD.
5. USING A FLASHLIGHT IN A DARKENED ROOM, HAVE THE CHILDREN FOLLOW THE BEAM AS IT MOVES ON A WALL IN VARIOUS PATTERNS. YOU CAN MAKE LETTERS OF THE ALPHABET, NUMERALS, OR EVEN CHILDREN'S NAMES, DEPENDING ON THE MATURITY AND DEVELOPMENTAL STAGE OF THE CHILDREN.
6. HAVE THE CHILDREN MAKE PATTERNS IN THE AIR WITH THEIR HANDS, WHILD THEIR EYES TRACK THE PATTERNS.

**********SELF CONCEPT AREA:

**********ABILITY AREA:

SCHOOL: WASHINGTON

O.C. TEACHER: MRS. MCDONN

TEACHER INSTRUCTIONS:

**********MOTOR AREA:

STUDENT 945 HAS SCORED BELOW 3 HIS SCORE HAS 2.0
FOR SENSORY ON THE O K C MOTOR SCREENING TEST.

PLEASE PROVIDE THE CHILD ADDITIONAL HELP AS FOLLOWS:

***ACTIVITIES TO DEVELOP SELF AWARENESS, SELF IDENTIFICATIO
AND BODY IMAGE***

1. ON A TABLE DISPLAY OBJECTS AND PICTURES THAT MIGHT HELP A CHILD TELL A STORY TO THE CLASS, "ALL ABOUT ME". INCLUDED MIGHT BE A BASEBALL, A FOOTBALL, A DOLL, PICTURES OF CHILDREN IN SWIMMING, PICTURES OF BABIES, PICTURES OF ANIMALS, OR ANY OTHER STIMULUS THAT WOULD HELP THE CHILD PROJECT A SELF IMAGE OF HIMSELF TO OTHERS
2. IN A DARKENED ROOM, SHINE A LIGHT ON THE WALL. HAVE A CHILD STAND BETWEEN THE LIGHT AND THE WALL CASTING A SHADOW ON THE WALL. THE CHILDREN CAN PLAY A GUESSING GAME OF WHO IT IS IF YOU CAN SCREEN THE CHILD FROM THE CLASS. ALSO THE CHILDREN CAN MAKE THEIR SHADOWS INTO DIFFERENT ANIMALS OR SHAPES, OR A SHADOW PROFILE DRAWING OF EACH CHILD CAN BE MADE, ALLOWING THE CHILDREN TO PAINT AND CUT OUT THEIR OWN PROFILES.
3. USING SCHOOL PHOTOS TO GO FROM, HAVE THE CHILDREN DRAW PICTURES OF THEMSELVES. MOUNT THE PHOTO AND THE PICTURE TOGETHER ON THE BULLETIN BOARD. A SELF-AUTHORED STORY ABOUT HIMSELF CAN BE PLACED BY THE PICTURES, OR A CLASS ALBUM COULD BE MADE.
4. ONE PLAYER STANDS IN THE CENTER OF THE CIRCLE AND CALLS OUT "DO AS I DO." HE THEN EXECUTES SOME ACTION SUCH AS HOPPING, RUNNING IN PLACE, JUMPING, ETC. AFTER ONE OR TWO TURNS HE CHOOSES SOMEONE ELSE TO BE IT.
5. HAVE EACH CHILD MAKE A LONG STRIP OF PAPER BY CUTTING AND PASTING STRIPS TOGETHER. THEN MOUNT THE STRIPS ON A WALL AND MEASURE THE HEIGHT OF EACH CHILD ON THEM. COMPARE THE HEIGHTS OF THE DIFFERENT CHILDREN.
6. HAVE A COMB AND BRUSH AND MIRROR INCLUDED IN THE HOME CENTER.
7. PLAY A GAME CALLED "CAN YOU&" CAN YOU MAKE YOURSELF LOOK FLAT& CAN YOU MAKE YOURSELF LOOK ROUND& CAN YOU MOVE LIKE AN ELEVATOR& CAN YOU RUN LIKE A HORSE&
8. THE TEACHER CALLS SEVERAL NAMES AT RANDOM. WHEN THE CHILD HEARS HIS NAME CALLED, HE STANDS UP AND SAYS "THATS ME%."
9. THE TEACHER DESCRIBES A CERTAIN CHILD, GIVING OBVIOUS CHARACTERISTICS OF THAT CHILD. THE CHILDREN GUESS WHO THE TEACHER IS DESCRIBING.
10. HELP THE CHILD MAKE A HUMAN FIGURE OUT OF CLAY. HAVE HIM CALL IT A BOY, A GIRL, OR A DADDY OR MOTHER. SHOW HIM WHERE THE PARTS ARE ATTACHED TO MAKE THE WHOLE. TALK ABOUT THE TOP, BOTTOM, THE FRONT, AND THE BACK OF THE FIGURE. ENCOURAGE HIM TO MAKE A BOY, A HORSE, OR

A KINDERGARTEN, GRADE I AND GRADE II
CHECK LIST FOR AIDES

	Most of the time	Some of the time	None of the time
1. Does the aide work with individual students in math?------			
2. Does the aide work with individual students in Motor?-----			
3. Does the aide work with individual students in perceptual skills?----------			
4. Does the aide work with individual students in auditory?--			
5. Does the aide work with individual students in visual areas?			
6. Does the aide work with individual students in reading?----			
7. Does the aide work with individual students in recycling?--			
8. Does the aide work with students in small groups?----------			
9. Does the aide assist the teacher with preparation of materials?----------			
10. Do the aides help in evaluation?----------			

Teacher_____

Aide_____

School_____

TEXTS USED IN PROJECT S.T.I.C.C.

Kindergarten -	*Distar (S.R.A.) Reading
	*Distar (S.R.A.) Language
	*Houghton Mifflin Math
Grade I	*Distar (S.R.A.) Reading
	Peabody Language
	Houghton Mifflin Math
Grade II	*Distar (S.R.A.) Reading
	Houghton Mifflin Math

RECOGNITION AND HONORS FROM:

National Association of State Advisory Council Chairman

Educational Pacesetter Award from President's Advisory Council on Supplementary Center and Services

Recommended by the American Institutes for Research to the Right to Read Program that STICC reading program be included in the Nationally disseminated catalog of reading programs

...ame _____

Explanation of Teacher's & Parents' Rating:

1. Always
2. Most of the time
3. Sometimes
4. Seldom
5. Not yet

(Red numerals represent where or how many. Is not a teacher rating.)

Parents:
If you would like to respond to this report please check in the "Parent column".

	1st. Semester		2nd Semester	
	Tchr.	Parent	Tchr.	Parent
LANGUAGE				
Participates in discussion..				
Has a large vocabulary.....				
Expresses himself easily....				
Shows interest in many things.....				
READING -Distar Lesson No....				
Knows sounds (how many).....				
Blends sounds together.....				
Reads sentences fluently....				
Reads with comprehension....				
Can sequence.....				
MATH				
Counts by rote to_____.....				
Counts objects well to_____				
Recognizes numerals _____.				
Can demonstrate knowledge of number concepts.....				
PERCEPTUAL MOTOR				
Recognizes shapes.....				
Can tell likenesses and differences.....				
Can reproduce simple designs				
GENERAL KNOWLEDGE				
Knows full name.....				
Knows address.....				
Knows telephone number.....				
Can write first & last name.				
Knows eight primary colors..				

	1st Semester		2nd Semester	
	Tchr.	Parent	Tchr.	Parent
GROSS MOTOR				
Knows right and left.....				
Knows parts of body.....				
Can draw a person well...				
BALANCE				
Can walk the balance board		****		****
Can do more difficult balance activities.....		****		****
Can jump.....				
Can hop.....				
Can skip.....				
OCULAR				
Can track things with his eyes.....				
LISTENING				
Listens when others talk.				
Can follow verbal directions.....				
Reasons things out from information given.....				
BEHAVIOR				
Is considerate of others.				
Does control himself.....				
Completes tasks assigned.				
Stops activity & picks up when asked.....				
Tries to follow rules....				
Interrupts while others are talking.....				
Participates in all activities.....		****		****
Works independently.....		****		****
Shares things willingly..				
Always wants to be first regardless of how the job is done.....				
Gets along with other children.....				
Accepts correction willingly.....				
Has sense of right & wrong				
Good attitude & eager to learn.....				
Appears clean & well rested.....				

TEACH OMMENTS	PARENT COMMENTS First Semester: Is there anything the teacher should know about your child that would help her teach your child better?
	Parent's Signature Date of Withdrawal Assignment for next year Teacher Principal

ATTENDANCE RECORD

	Periods			
	1st Sem.		2nd Sem.	
Days Present				
Days Absent				
Times Tardy				

KINDERGARTEN GROWTH & PROGRESS REPORT

REPORT OF

Name _____

School _____ Teacher _____

Principal _____ School Year 19___ 19___

To Parents:

It is our desire to keep parents informed concerning the progress of their child in school. The report card is the teacher's effort to communicate this vital information.

A report card is only one method of reporting student progress, and out of necessity only a limited amount of information can be recorded in this manner. Since more complete information may be obtained at the school, we strongly encourage conferences with teachers and principals.

John L. Martin

Dr. John L. Martin, Superintendent
Sapulpa Public Schools

SUCCESS THROUGH IDENTIFICATION AND CURRICULUM CHANGE

TITLE III

The Sapulpa Public School System developed a Title III request in the Spring of 1972. It was submitted to and approved by the State Department of Education. Initially, it provided services to Sapulpa Elementary Kindergarten students as well as the kindergarten students in two satellite local education agencies, Lone Star and Allen Bowden. During the second and third year, the program was extended to all first and second grade students as well. The program has been an effort to address itself to reducing the number of educationally handicapped students and develop a replicable model for application in other geographical districts. The emphasis during this period was on:

1.) The restructure of the instructional curriculum of the kindergarten through the second grade in the cognitive, affective and psychomotor domain in order to better meet the needs of all students.

2.) The development of a testing and screening program to identify educationally handicapped students and thereby suggest alternate strategies for providing individualized instruction which will result in increased academic gains by these students.

3.) The continuation of community involvement through active participation. Contribution in such areas as curriculum development evaluation, general program implementation and testing and screening.

One of the major issues of the program has been that all students can learn, meaningfully, within the context of the regular classroom. In order to operationalize this concept, these important activities had to take place. First, all aides and teachers had to participate in pre-service coordination activities prior to the start of the new school year. In addition, the aides

and teachers had to participate at least monthly in an on-going inservice program. Second, a screening and diagnostic testing program had to be initiated which would enable each teacher (and aide) to identify each child in terms of his own strengths and weaknesses. This was accomplished with a pre-post set of assessments and an on-going nine week assessment. Third, a vehicle was developed for identifying each student's strengths and weaknesses and providing the respective teachers with appropriate alternate strategies, i.e., instructional activities, refferals.

During Year I and Year II of the project, the entire kindergarten and first grade curriculum was redesigned to meet the needs of each student. The areas of emphasis were in psychomotor development, communication skills, and math, with emphasis in self-awareness and self-concept; as a result, the complete restructuring of grade two has been necessary. On-going evaluations indicated that the achievement of each student's needs to be monitored; it further indicated that consistent gains were made in the cognitive areas as well as in the psychomotor area.

Prior to the implementation of this program, the first grade curriculum was very traditionally oriented with the first nine weeks spent in pre-reading and math readiness. The nature of the first year (1972-73) kindergarten program put major emphasis on readiness for reading, language, and math. Therefore, it has been necessary to restructure the first year curriculum. The grade one curriculum has been restructured by individualizing each child's instruction in communication skills, math, and motoric activities. Each teacher is provided with an individual educational prescription on each child's weak areas of performance. In addition, each room has been reorganized in such a way that learning centers are now available. These include a language listening center, math and science; art and music, and perceptual and psychomotor centers. Students work in small homogeneous groups for instruction in each of the above areas and

then work independently for continued individualized instruction.

The grade two curriculum is currently being restructured in the same manner and it is anticipated that each grade level will follow the same format for resturcture, dependent on whatever new data become available in the course of curriculum development. The effects of this program on the educational process in the Sapulpa Public Schools are innumerable and vital to the continued development of our human resources. Following is a chart, revealing some of the data gathered during the period of the program.

	High Risk for Failure	Educable Mentally Handicapped
1973-74 Kindergarten Pre-Test	90	12
1973-74 Kindergarten Post-Test	27*	3
Number of Kindergarten Students not identified or Tested on the 1973-74 Post-Test	14	2

* Determined without Vane Data i.e. 44 MRT Total Score and 40 on TSCV or 24 on KNST
M.R.T. - Metropolitan Readiness Test
T.S.C.V. - Thomas Self-Concept Value
K.N.S.T. - Kindergarten Neurological Screening Test

Automated educational prescriptions are provided for each student to each teacher on a pre-post basis. The prescriptions are based on needs as evidenced by low profile elements and a variety of standardized instruments, viz. THE METROPOLITAN READINESS TEST, THE METROPOLITAN ACHIEVEMENT TEST, THE PURDUE PERCEPTUAL MOTOR SURVEY, THE THOMAS SELF CONCEPT VALUE TEST, and others. A new instrument, CHAD, is currently being used to identify high risk children who are 3, 4, 5, 6 year olds. Prescriptions are also available for these children in the following areas: community knowledge, numerical and spatial concepts, language (oral and auditory), visual discrimination, and fine and gross motor classification.